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A STUDY OF THE RELATIONSHIP OF EMOTIONAL DISTURBANCE
AND READING RETARDATION

by

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COTTON CONTENT

A STUDY OF THE RELATIONSHIP OF EMOTIONAL DISTURBANCE
AND READING RETARDATION

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Mildred Helton Anderson
August, 1954

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CHAPTER I

For a number of years education has had the controversial question of how children's emotions affect their ability to read well. There is a general agreement that emotions are important but the question arises:

Is a child's ability to read the result of an emotional blocking or is the emotional upset an end product of his inability to read?¹

Since children are individual human beings who differ in abilities, interests, aptitudes, accomplishments, drives, problems, experiences, etc., finding the solution to a problem of retardation in reading is sometimes very difficult--yet of very great importance.

Statement of the problem. It is the purpose of this study to find out if emotional difficulty is a direct cause of retardation in reading; to find what percentage of those having difficulty in reading is caused by emotional upsets; and to investigate how classroom teachers can use a developmental reading program which will take care of the needs of children who are handicapped in reading by emotional blockings.

¹ Miles Zintz, "Academic Achievement and Social and Emotional Adjustment of Handicapped Children," Elementary School Journal, 51:454-466, May, 1951.

Importance of the study. This study seems important to the writer because we are today teaching all the children of all the people, and this includes a number of children with individual emotional upsets and disturbances. In our complex world of today life is not a smooth-flowing stream where everyone can live quietly but rather a time of great potentiality where strain and fear are felt in every phase of living. The complexity of our world problems demands development of the geniuses for tomorrow if we are to survive, so they must be cultivated. Too often a bright child may fail to learn to read because of an emotional upset of some kind in early childhood. Thus a brilliant mind may be lost to a society that is so much in need of superior leadership. Anderson² has said,

Human beings have a genuine interest in the world, in action, and in experience, from which they derive a deep satisfaction. They approached the world primarily in a spirit of interest and expectation. Genuine tendencies to help one another are present in the child as well as in the adult.

Ultimate objectives. The writer hopes to find, in the course of this study, an efficient and practical plan for a

2

Harold H. Anderson, An Introduction to Projective Techniques (New York: Prentice-Hall, Inc., 1951), p. 89.

developmental reading program, for use in the classroom, which will adequately care for the needs of those children whose reading difficulty is caused by emotional blockings. It is the aim of the writer to be better prepared to deal with unhappy and maladjusted children; and, more important, to awaken in other teachers a genuine interest in a developmental reading program in the everyday classroom.

Procedure. The steps in the planned procedure are as follows to (1) study the history of diagnostic remedial reading, (2) analyze the surveys, studies, and actual remedial work that has been done in the past in regard to children's emotions, (3) acquire a knowledge of present work being done on this problem, (4) conduct a complete and exhaustive study of sixty fourth grade children in the Happy Valley High School to determine the relationship of emotions to difficulty in learning to read. The teachers making this study plan to divide the sixty students to be observed into two groups consisting of the thirty better students and the thirty poorer pupils. These children will be ranked by the following factors: their ability to do classroom work at the time the study is being made, the permanent records of each child which are kept on file by the school, the personal evaluation of all former teachers of each child to be studied.

An approved intelligence test will be given to the sixty selected students to obtain the intelligence quotient of each child. Using the result of this test, the sixty children will be ranked according to their actual intelligence quotient or ability to learn to read and do good classroom work. During the course of the study the teachers will use a number of check-lists covering those emotional factors that are considered to be most likely to cause an emotional upset or blocking which could result in maladjustment to the experience of learning to read. These check-lists will be used for a period of ten actual school days during which time the teachers conducting the study will prepare and keep accurate anecdotal notes of the reactions of each individual child. This data will be studied and itemized before being placed on a chart for future reference and study by the teachers of the sixty selected students.

Source of data. The materials used in this study have been gathered from many sources. An exhaustive and critical survey was made of all materials offered in the library which are in any way related to the heart of the problem--children's emotions and reading retardation. This work was done in the library of Appalachian State Teachers College and the Caldwell County Public Library.

The California Test of Mental Maturity³ for grammar grades, four through eight, was given to the sixty selected students by the teachers of the grades under observation.

The teachers of the sixty students under observation also gave The Gertrude Hildreth Personality and Interest Inventory,⁴ with one hundred and thirty-three personal items. The items on this test are many of the factors most likely to show a tendency toward emotional upset or maladjustment.

The S R A Junior Inventory, Form A,⁵ with two hundred and twenty-three individual personal items, was used with each of the sixty students being studied. The teachers who gave the test itemized the results of the test and placed these items on a large chart. An extensive study of the items on this chart was made, in relation to each individual child. A complete item analysis was made.

3

Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Test of Mental Maturity, Grammar Grades, (Los Angeles: California Test Bureau, 1936-1951).

4

Gertrude Hildreth, Personality and Interest Inventory, Elementary Form, (New York: Bureau of Publications, Teachers College, Columbia University, 1939).

5

H. H. Remmers and Robert H. Bavernfeind, S R A Junior Inventory, Form A, Grammar Grades, (Chicago: Science Research Associates, 57 West Grand Avenue, 1951).

A complete physical check was made of each child in the group studied. The audiometer for testing hearing was used individually and the teachers checked the eyesight of each child with the Snellen Eye Chart.⁶

A number of additional check-lists were used to determine which factors might be affecting the child emotionally or physically.

⁶ The Snellen Eye Chart. (New York: National Society for Prevention of Blindness, Inc.)

CHAPTER II

THE STUDY

Introduction. Experts in the field of reading have agreed that there is a definite correlation between children's emotions and difficulty in reading. In the Northwestern University Educational Clinic, Witty¹ found that over forty per cent of pupils seriously retarded in reading were characterized by emotional maladjustment. After examining thirty case studies of the relationship of personality maladjustment to reading disability, he states that in almost all of the studies the emotional difficulty caused or seriously aggravated the reading disability. Continued lack of success in reading leads to failure in school, which will result in a marked feeling of inferiority in the child. It is Durrell's² opinion that most children who have reading disabilities demonstrate emotional or social difficulty. The problem is to determine whether these maladjustments caused the reading failure or whether they resulted from the reading

1

Paul Witty, Reading in Modern Education (Boston: D. C. Heath and Company, 1949), pp. 81-82.

2

Donald D. Durrell, Improvement of Basic Reading Abilities (New York: World Book Company, 1943), p. 302.

disability. Mentally retarded children, except those who fall into the level of feeble-mindedness, can learn to read. The cause of emotional difficulty may exist in the environment of the child apart from the school, but too often it may be found in the child's past or present school experiences.

Past history. For more than twenty-five years, the problem of children's emotions in relation to ability to read has been studied by the experts. Each failure that a child experiences makes it harder for him to overcome the next failure. In 1926, Hunnicutt³ gave tests to fifty students in which he praised one group very highly and reproved the other to excess. The group who were praised continued to improve steadily, while the other group did not do nearly as well on re-tests. Failure, from whatever reason, is a motivation toward more failure. Failure resulted in the subject's condemnation of others for their failure.

Rosenzweig⁴ made a study of fifty pupils in which the subjects were given nine problems in succession and were

3

C. W. Hunnicutt, "A Functional Program in Reading," School and Society, 33:424, May 22, 1948.

4

A. P. Rosenzweig, "A Test for Types of Reactions to Frustrations," American Journal of Orthopsychiatry, 5:395-403, 1933.

allowed three minutes for the completion of each task. The tasks consisted of making a rectangle of given size out of geometrical forms, the rearranging of scrambled words, and anagrams. Failure resulted in emotional disturbances which could be serious enough to block all future success in learning. The Philadelphia Child Guidance Clinic, under the direction of Phyllis Blanchard,⁵ tested, from 1925 to 1930, seventy-three consecutive cases. Of these cases, trouble in learning to read was the reason for referring the case in forty-two instances. In the other thirty-three cases the reading disability was noted during the clinic study, the reason for referral being given as emotional maladjustment. To overcome emotional handicaps which precede or follow reading failure, a child needs relationships in which love and positive feelings predominate.

Present trends. In recent years, educators depend largely upon diagnostic and remedial treatment of cases where a child has difficulty in reading due to an emotional blocking. Monroe⁶ says, "The aims of education are now

⁵ Phyllis Blanchard, "Reading Disability in Relation to Emotional Development," Mental Hygiene, 20:384-463, July, 1936.

⁶ Marion Monroe and Bertie Backus, Remedial Reading (New York: Houghton Mifflin Company, 1944), p. 102.

centered in the child's wholesome development as an individual, and any circumstance which frustrates and warps the personality of children deserves the careful study of educators." Newell⁷ gives evidence of much research work, which has proven that the first task of a remedial teacher is to relieve the tension by establishing an attitude of confidence and sympathetic interest. The child must feel that he has met a friend. From the research done by recent educators, this writer can conclude that diagnostic and remedial reading are the educational tools used most today to remedy the reading failure and to readjust unhappy and emotionally upset children.

Future plans. The problem of children's emotions in relation to disability in reading should have an important place in our future education planning. In the opinion of the writer, a developmental reading program used in the everyday classroom is far superior to the diagnostic and remedial program. Developmental work could reach more children and could help a great per cent of the cases of emotional difficulty before they become strong enough to injure children severely. The classroom teacher is the most important factor in the success of this effort. She

7

Nancy Newell, "For Non-readers in Distress,"
Elementary School Journal, 23:183-195, September, 1949

must be alert for the two main emotional needs of children: the need for security and the need for adequacy. Both of these needs must be erected on a basis of reality or they will be as quicksand instead of firm soil. Gates⁸ has said,

The teacher must determine the facts as to the child's emotional adjustment, since these factors may be responsible for the retardation in reading. She will need to utilize close observation and good judgment in detecting and analyzing children's behavior in an attempt to determine their emotional status.

A teacher must be untiring in her efforts to detect the interference of emotional factors with success in reading.

Final summary. The long area that has passed since the first efforts to find a solution to the problem of how children's emotions affect their ability to read, has only added to the basic importance of the problem. The early stage of seeking was important; the more recent trend of diagnostic and remedial treatment, in special centers, accomplished much; but the most recent moving toward a developmental reading program is vitally more important and acceptable in our progressive environment. Harris⁹

⁸ Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Company, 1947), p. 432.

⁹ Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Greene and Company, 1947), p. 582.

stated,

Conscientious and creative teachers everywhere are trying to learn patiently, painstakingly, sympathetically, all that can be learned about the growth and development of each child, in order to provide the kind of educational experience that is necessary for each as an individual.

Those who deal daily with children's difficulties say that acceptance of this view--that behavior should be explored and understood rather than judged--is still the greatest need of teachers and workers in education.

CHAPTER III

FINDINGS OF THIS STUDY

Sixty selected fourth grade students of the Happy Valley High School were observed and tested over a period of six months. On the basis of their former records, these children were divided into two groups and these groups were called the better group and the poorer group. In comparing advantages and opportunities, these children are very much like children in any other rural community. The factors selected for study in this survey are believed to be the major causes of inability to read because of emotional mal-adjustment.

Those factors studied in this chapter are most likely to reveal a tendency toward emotional blocking which could be, in many cases, the major contributing cause of retardation in reading.

The California Test of Mental Maturity¹ for Grammar Grades, four through eight, was given to determine the rank in intelligence of the sixty selected students under observation. This test was given by the teachers of the two fourth grades being studied, and the scores derived from

1

Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Test of Mental Maturity, Grammar Grades, (Los Angeles: California Test Bureau, 1936-1951).

the test were placed on a chart where they were ranked, by number, according to the individual I. Q. of each of the sixty children tested.

The S R A Junior Inventory, Form A,² with two hundred and twenty-three individual personal items, was given to each of the sixty selected students. The results of this test were itemized and placed on a large chart to be used for study and comparison by the teachers of the students being observed.

The Gertrude Hildreth Personality and Interest Inventory, with one hundred and thirty-three personal items, was given by the teachers. An observation sheet, with twenty-three emotional factors to be observed and checked by each teacher during a ten day period was used. A social-economic status sheet listing fifteen factors to be observed for ten days was also given. Coordination tests were used to determine how accurate and with what speed the children's hands and minds worked together. A social acceptance test, to try to ascertain the social standing of each child, was given to each of

² H. H. Remmers and Robert H. Bavernfeind, S R A Junior Inventory, Form A, Grammar Grades, (Chicago: Science Research Associates, 1951).

³ Gertrude Hildreth, Personality and Interest Inventory, Elementary Form, (New York: Bureau of Publications, Teachers College, Columbia University, 1939).

the sixty students under observation.

The Snellen Eye Chart⁴ was used to check the eyesight of each child, and the audiometer for testing hearing was also used individually.

Comparison of the better group with the poorer group on the factor of intelligence. The first step in the study of sixty selected students was to determine the rank of each child in intelligence. The California Test of Mental Maturity was given each child and the scores were then arranged from the highest to the lowest.

4

Snellen Eye Chart (New York: National Society for Prevention of Blindness, Inc.)

TABLE I
INTELLIGENCE

Better thirty			Poorer thirty		
Student number	I. Q.	Rank	Student number	I. Q.	Rank
1	115	4.5	31	100	12.5
2	81	30.0	32	86	26.5
3	118	1.5	33	72	41.5
4	90	9.5	34	85	28.5
5	112	6.0	35	69	55.5
6	110	7.0	36	88	23.5
7	94	16.5	37	72	41.5
8	95	14.5	38	87	25.0
9	95	14.5	39	74	37.5
10	94	16.5	40	89	21.5
11	72	41.5	41	70	51.5
12	92	18.0	42	102	9.0
13	73	39.5	43	69	55.5
14	118	1.5	44	86	26.5
15	89	21.5	45	71	47.5
16	70	51.5	46	71	47.5
17	85	28.5	47	101	10.5
18	116	3.0	48	74	37.5
19	76	33.5	49	68	59.5
20	75	35.5	50	115	4.5
21	70	51.5	51	71	47.5
22	72	41.5	52	101	10.5
23	76	33.5	53	72	41.5
24	71	47.5	54	72	41.5
25	90	19.5	55	68	59.5
26	75	35.5	56	80	31.5
27	105	8.0	57	69	55.5
28	73	39.5	58	100	12.5
29	70	51.5	59	69	55.5
30	88	23.5	60	80	31.5

Table I shows the thirty better students as compared with the thirty poorer students in their rank in intelligence. Since four of the thirty better students had intelligence quotients about 115, these four were considered superior. These intelligence quotients ranged 115, 116, 118 and 118. Three students had intelligence quotients ranging from 100 to 115 which classed them as high average, while ten who rated between 86 and 96 were considered below average. Thirteen fell below 86 which is considered inferior.

In the group of thirty poorer students under observation, six had an intelligence quotient from 100 to 115; ten had a score ranging from 86 to 95, or in the low average group; two scored between 75 and 84, or the inferior class. The remaining ten fell below 75 and would be considered in the very inferior class.

A study of Table I shows a very definite relationship between intelligence and the ability to do good classroom work, but it also shows that many of those pupils who are doing inferior work are definitely capable of doing better work. Six of the poorer students had an intelligence quotient of 100 or above, yet these students were doing inferior or below average classroom work. From this data one would have to conclude that some factor other than intelligence was affecting and retarding their classroom work.

The group of better students, those doing the best classroom work, had four who rated superior and three who rated high average as compared with thirteen who were considered inferior. A much larger percentage of the better group was found to be doing good classroom work.

Some of the students in the group of thirty poorer pupils rated high in intelligence, yet are doing very inferior school work and are definitely below average in reading. This data would tend to prove that more than one factor is influencing the retardation of the poorer thirty students.

Comparison of best group with poorer group on co-ordination test. This test was given to determine how well the student's mind and hands co-ordinated. Table II shows the results. The materials for the test were a wooden board filled with holes and thirty-five small nails. Each child was given thirty seconds to put as many nails in the board as he could. The nails in the board were counted and this was his score. These scores are given in the following table.

ERASABLE
BOTTOM CORNER

TABLE II

COMPARISON OF CO-ORDINATION TEST OF THE TWO GROUPS STUDIED

Best thirty		Poorer thirty	
Student number	Score	Student number	Score
1	14	31	11
2	11	32	16
3	14	33	15
4	14	34	12
5	15	35	18
6	12	36	14
7	26	37	18
8	12	38	15
9	14	39	16
10	16	40	14
11	19	41	18
12	13	42	16
13	14	43	15
14	15	44	18
15	13	45	14
16	13	46	10
17	18	47	5
18	19	48	13
19	12	49	15
20	10	50	14
21	13	51	14
22	14	52	15
23	15	53	13
24	12	54	8
25	16	55	13
26	19	56	12
27	18	57	14
28	14	58	13
29	17	59	12
30	14	60	14

The average score on the co-ordination test, made by the thirty better students, was fourteen and two-tenths points, while the average score of the thirty poorer students was thirteen and six-tenths points, making a difference of less than one point in the average of two groups. Two of the children in the poorer group were very upset emotionally by the test, and these pupils made very low scores. Except for these two very low scores, the averages would have been almost the same. It seems that manual dexterity has little relationship to the problem of a child's inability to learn to read.

Observed behavior of sixty selected students. The teachers conducting the study of sixty selected students made a check-list of twelve factors most likely to indicate an emotional mal-adjustment which could affect the ability of a child to learn to read. During a ten-day period, these teachers kept complete and accurate anecdotal notes of the behavior, during the actual school hours, of all of the children under observation. Table III shows the results of this study made by the teachers of the sixty selected students.

TABLE III
OBSERVED BEHAVIOR OF SIXTY SELECTED STUDENTS

Kind of behavior	Best thirty	Poorer thirty
	Number of occurences	Number of occurences
Hostile to discipline	6	37
Temper outbursts	3	14
Obscene talk	2	3
Marked overactivity	8	10
Extreme nervousness	13	30
Biting fingernails	10	20
Stubbornness	12	41
Carelessness	24	128
Daydreaming	6	100
Feeling of insecurity	14	51
Laziness	22	159
Imaginative lying	12	37

Among the better thirty students hostility to discipline occurred six times but was observed among the poorer students thirty-seven times, which indicated that these students have a resentful feeling toward their teachers and the other children. This feeling of hostility could be transferred to the learning process, making the experience of learning to read at least more difficult if not completely impossible to achieve.

Temper outbursts occurred three times among the better thirty students studied and obscene talk only twice, while temper outbursts were noted fourteen times among the poorer students and obscene talk three times. This would tend to show that the thirty poorer students were not as well adjusted emotionally as the better students.

Marked over-activity was found among the better thirty students eighteen times, extreme nervousness thirteen times, and biting fingernails ten times while among the poorer thirty students marked over-activity was noted ten times, extreme nervousness, thirty times, and biting fingernails twenty times. Extreme nervousness and marked over-activity seemed to be more frequent among the poorer students. This shows that these thirty poorer students were more emotionally upset than the thirty better students. This apparent nervousness could be the result of any of the following factors: pressure on the children by parents to keep up

with superior members of the class, poor home environment, physical handicaps, or lack of proper diet.

The factor of stubbornness appeared twelve times among the better students; carelessness was shown twenty-four times and daydreaming four times; but among the poorer students stubbornness appeared forty-one times, carelessness one hundred twenty-eight times, and daydreaming one hundred times. These factors are important in determining whether a child is well adjusted emotionally and is able to learn to read or whether he is mal-adjusted emotionally and is a retarded reader. The mental and emotional health of a child plays a very important part in the success or failure of the child in the experience of learning to read. A feeling of insecurity was found among the thirty better students fourteen times and among the poorer thirty students fifty-one times.

Research and observation prove that a feeling of insecurity in any part will give a child a feeling which may cause him to be mal-adjusted emotionally and block his ability to learn in his school experiences. Laziness was observed twenty-two times among the better thirty students, and imaginative lying was noted twelve times. In the group of thirty poorer students, laziness was counted one hundred and fifty-nine times while imaginative lying was observed thirty-seven times. It is the opinion of this writer that

laziness and imaginative lying are closely related or perhaps that lying is a product of laziness.

Comparison of social and mental characteristics.

A check-list of eight social and mental characteristics was made by the teachers of the sixty selected students, to be used by them in observing these students over a period of ten days. These teachers kept complete and accurate anecdotal notes of the reactions of the children as checked and recorded by the use of the eight factors selected to be used. Table IV gives the data gathered by the teachers in making this study.

TABLE IV
COMPARISON OF SOCIAL AND MENTAL CHARACTERISTICS

Characteristics	Best thirty	Poorer thirty
	Number of occurrences	Number of occurrences
1. Disinterest	8	86
2. Indifferent to school work		
a. All the time	4	22
b. Part time	12	130
3. Self-reliant		
a. Very	145	0
b. Average	37	35
c. None	0	150
4. Moodiness	0	24
5. Tattling	19	37
6. Gossiping	17	56
7. Aggressive behavior		
a. Leaders	55	2
b. Want to be first every time	30	13
8. Co-operation	102	22

Dis-interest among the thirty better students occurred only eight times, indifference to school work all the time appeared only four times, and indifference to school work part of the time was seen twelve times. Among the poorer thirty students, dis-interest was shown ninety-six times, indifference to school work all the time appeared twenty-two times, and indifference to school work part of the time was seen one hundred and thirty times.

Among the better thirty students, a high degree of self-reliance was found one hundred and forty-five times, while average self-reliance was observed thirty-seven times. Evidence of no self-reliance at all did not appear in the group of thirty better students. A high degree of self-reliance was not seen at all among the thirty poorer students, and average self-reliance appeared only thirty-five times in this group. Evidence of a complete lack of self-reliance was counted one hundred and fifty times among the group of poorer students. The factor of self-reliance is very important, and this study would tend to show that self-reliance in a student is a valuable aid in helping him to cope with the experience of learning to read.

Among the group of thirty better students, aggressive behavior was observed by the factors of desire to be the leader and wanting to be first every time. Desire to be a

leader was recorded fifty-five times in the better group of students, while it appeared only twice in the poorer group. The ambition to be first was seen thirty times in the group of better students and only thirteen times in the group of poorer students.

Noticeable co-operation was recorded by the teachers one hundred and two times among the better thirty students, while it was shown only twenty-two times in the group of poorer students. This lack of co-operation among the poorer students could be the result of emotional mal-adjustment brought about by one of the many possible factors observed in this study.

The factor of moodiness made no appearance among the thirty better students while among the thirty poorer students this factor appeared twenty-four times. Tattling was noted only nineteen times in the better group and appeared thirty-seven times among the thirty poorer students. Gossiping occurred only seventeen times among the better thirty students but was found fifty-six times among the group of thirty poorer students. The fact that the undesirable factors of moodiness, tattling, and gossiping were more than doubled among the group of thirty poorer students would tend to prove that the poorer students who are not so capable in school work will substitute undesirable traits to compensate for their inability to achieve.

Evaluation of environmental influences. A complete and exhaustive study was made of the homes and immediate environment of the thirty students under observation. Several factors were thought to be of great value and Table V shows the results of this study.



TABLE V
COMPARISON OF ENVIRONMENTAL INFLUENCES

Student number	Homes	Better thirty		Under- nourished	Number of children in homes
		Ed. of parents	Type of dress		
1	Average	Elem.	Average		4
2	Average	High Sch.	Average		2
3	Average	Elem.	Average		6
4	Average	High Sch.	Average		3
5	Average	High Sch.	Average		1
6	Average	Elem.	Average		2
7	Good	Bus. coll.	Average		2
8	Average	Elem.	Average		3
9	Good	High Sch.	Average		2
10	Average	High Sch.	Average		2
11	Average	Elem.	Average		1
12	Average	High Sch.	Average		4
13	Good	Elem.	Average		3
14	Average	High Sch.	Average		4
15	Average	Elem.	Average		1
16	Average	High Sch.	Average	X	2
17	Average	Elem.	Average	X	6
18	Average	Elem.	Average		3
19	Average	Elem.	Average		4
20	Average	Less than elem.	Poor	X	6
21	Average	Elem.	Average		5
22	Average	Elem.	Average		4
23	Average	Less than elem.	Poor		5
24	Average	Elem.	Average		1
25	Average	Elem.	Average		3
26	Average	Elem.	Average		5
27	Average	Elem.	Average		2
28	Average	Elem.	Average		3
29	Average	Less than elem.	Poor		2
30	Average	Elem.	Average		7

TABLE V (Continued)

COMPARISON OF ENVIRONMENTAL INFLUENCES

Student number	Homes	Poorer thirty Education of parents	Type of dress	Under- nourish- ed	Number of children in homes
31	Poor	Less than elem.	Poor		12
32	Poor	Elementary	Poor		13
33	Poor	Elementary	Average		3
34	Average	Elementary	Average		4
35	Average	Less than elem.	Average		9
36	Average	Elementary	Poor		6
37	Poor	Less than elem.	Average		5
38	Average	Elementary	Average		4
39	Average	Elementary	Average		9
40	Average	Elementary	Average		4
41	Poor	Elementary	Poor		5
42	Average	Elementary	Average	X	2
43	Poor	Elementary	Average		3
44	Average	Elementary	Average		6
45	Average	Less than elem.	Poor	X	7
46	Average	Less than elem.	Poor		5
47	Poor	Elementary	Average	X	3
48	Poor	Elementary	Average		3
49	Average	Elementary	Average		3
50	Average	Less than elem.	Poor		5
51	Poor	Elementary	Poor		6
52	Poor	Elementary	Average		2
53	Average	Less than elem.	Poor	X	9
54	Average	Elementary	Average		3
55	Poor	Elementary	Average		4
56	Average	Less than elem.	Poor	X	7
57	Poor	Elementary	Average		8
58	Average	Elementary	Average		7
59	Poor	Less than elem.	Poor	X	6
60	Poor	Elementary	Average		5

In the group of thirty better students studied three came from homes which were considered good or above average, while twenty-seven came from homes which were rated as average. In one of these homes both parents had gone to college; eight had finished high school; twenty-one had finished elementary school; and none dropped below this level. The number of children in each home ranged between three and four, with three who appeared to be undernourished. Twenty-seven of this group wore average clothes, while three were poorly dressed.

In the group of thirty poorer students there were nineteen average homes and eleven that were considered poor. Five children in this group seemed to be undernourished. Seventeen of these parents had an elementary education, while thirteen had less than an elementary education. Nineteen of these children wore average clothes, while eleven were poorly dressed; and the average number of children in each home ranged between five and six.

Table V shows that the home environment among the thirty better students was superior in some degree. Better homes, better educated parents, and a smaller number of children in the homes of the group of thirty better students gave them an advantage over the group of thirty poorer students. This disadvantage in which the poorer students are placed would tend to cause them to be more

emotionally upset than those children who are so fortunate as to have a better home environment. This study has shown that many factors have combined to prevent these thirty poorer students from doing their work on a level of which they are capable. It may be that these children could do much better work if home environment could be improved.

TABLE VI
COMPARISON OF EMOTIONAL FACTORS IN THE TWO GROUPS

Kind of behavior observed	Better thirty Number of occurrences	Poorer thirty Number of occurrences
Quarreling	12	52
Pushing	6	33
Fights	3	12
Expressed fears	13	37
Over-talkativeness	80	42
Over-secretiveness	34	57
Shyness	40	168
Cheating	10	22
Feeling of hate	3	18
Envy	12	7

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Table VI gives a comparison of some of the emotional factors observed, in a period of two weeks, by the teachers of the sixty selected students. In the group of thirty best students it was observed that quarreling appeared twelve times, pushing six times, and fighting three times; while in the group of thirty poorer students quarreling occurred fifty-two times, pushing thirty-three times, and fighting twelve times. It is the writer's opinion that the thirty poorer students are not as well adjusted emotionally as the thirty better students, since the thirty poorer students are definitely more quarrelsome than the thirty better students. The poorer thirty pupils are observed to be restless, dissatisfied and easily provoked to expressions of anger and resentment toward others.

Fear was indicated only thirteen times in the better group but was expressed thirty-seven times by the pupils of the poorer group. It is the opinion of the writer that these fears are a handicap to learning in the poorer group. Fear may upset a child emotionally to such an extent that he is unable to learn even though his intelligence rating is average or above average.

The factor of over-talkativeness appeared eighty times in the group of thirty better students but only forty-two times in the poorer group which would seem to indicate that the poorer students were more shy and afraid or for

some reason unable to express themselves freely. Over-secretiveness was observed twenty-three more times in the poorer group than in the better group.

Shyness was observed forty times in the better group and one hundred and sixty-eight times in the poorer group. This factor of shyness does not include all of the students in the poorer group since about one-fourth of this group gave very little indication of being more than normally shy. Six of the thirty students in the poorer group gave evidence of being painfully shy and withdrawn. Two of the pupils in the better group also gave indication of extreme shyness. These two students were the lowest in rank in the better group which would seem to prove that they are not emotionally well adjusted.

Cheating appeared more often in the poorer group and a feeling of hate for the school and school work was definitely more pronounced in this group. A feeling of hate was observed only three times in the better group as compared with eighteen times in the poorer group. This fact would seem to indicate that the poorer thirty students were more emotional than the better thirty.

Relation of reading retardation to social acceptance.

A social acceptance test was given to each of the sixty selected students to determine the extent to which each

student was accepted socially by his classmates. The test consisted of three questions as follows:

1. Whom, in the entire group, would you ask to play a game with you?
2. Whom would you ask to your birthday party?
3. Whom would you invite to spend the night in your home?

Each student was instructed to select a different classmate for each question asked.

The score for the test was figured as follows: The first choices were given a score of three points, second choices were given two points, and third choices were given one point each. The total score for each child was the number of times he or she was chosen. Table VII shows the results of this study.

TABLE VII

A COMPARISON OF THE SOCIAL ACCEPTANCE OF THE SIXTY SELECTED STUDENTS

Better thirty		Poorer thirty	
Student number	Number of times chosen	Student number	Number of times chosen
1	28	31	2
2	22	32	0
3	29	33	15
4	19	34	3
5	15	35	10
6	8	36	0
7	14	37	9
8	28	38	10
9	9	39	6
10	26	40	21
11	2	41	16
12	17	42	2
13	5	43	7
14	20	44	8
15	10	45	5
16	4	46	10
17	6	47	3
18	12	48	0
19	17	49	0
20	1	50	0
21	3	51	3
22	12	52	2
23	22	53	5
24	25	54	0
25	4	55	2
26	7	56	3
27	6	57	2
28	3	58	5
29	9	59	1
30	0	60	1

The thirty better students ranked higher in social acceptance than the thirty poorer students. Only one complete isolate was found in the group of thirty better students, while six isolates were detected in the group of thirty poorer students. In comparing the two groups it is a natural conclusion that the group of thirty better students were more happily adjusted socially than the group of thirty poorer students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

It is the purpose of this chapter to summarize the data found and considered in this study.

Conclusions:

Results of this study would show that:

1. The intelligence of a child has a definite relationship to his success or failure as a student in spite of factors which may cause retardation.
2. The social environment of a child is a determining factor in his success or failure.
3. The emotional life of the child may have a definite influence as to whether or not he is a good student or a poor one.
4. The number of absences plays an important part in the achievement of the child.
5. The social acceptance or social approval of students by others may play an important role in causing a definite emotional upset which could be a handicap to the learning experience.

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6. Physical defects such as poor hearing and poor vision may have a definite bearing on retardation in reading, or any learning process.

7. The co-ordination of the pupils studied had little or no relationship to their possible difficulty in learning.

Results of this study seem to show that reading retardation in the grammar grades has resulted from a number of factors rather than any one of the factors studied. After careful study of the results of this survey this writer has concluded that three factors have contributed most toward problems in reading in the fourth grades at Happy Valley High School. Heredity is, of course, difficult to deal with, but home environment and school atmosphere can to a great extent be remedied. Improving rural conditions may be very difficult, but a resourceful school personnel can accomplish much.

Each child is an individual and must be given individual love, attention and care.

After careful study the following recommendations are suggested to eliminate retardation in reading in the grammar grades.

1. A suitable and acceptable community program aimed at improving the economic status and environmental conditions which handicap the learning process.

2. A program to improve the school curriculum and to fit the curriculum to the interests, needs, and abilities of each child.

3. Good and well supervised playground activities which will give an outlet to pent-up emotions and help each individual to adjust happily in his social contacts.

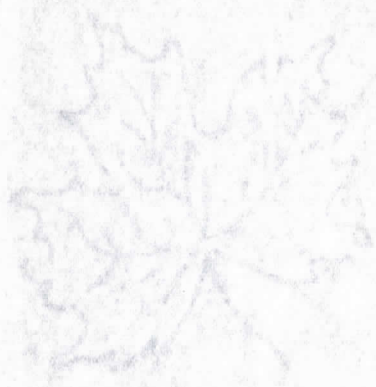
4. A provision in the curriculum planning to meet the needs of retarded students in reading, from whatever cause.

5. A program of closer relationship between the home and the school, in order that the teacher and parents may work together for the welfare of the child.

6. The home, school, and county officials working together to reduce absences due to truancy.

7. A working program between the home, school, and county health officials in detecting and correcting, as far as possible, all physical defects which tend to cause retardation in the learning experience.

8. A well-supervised and approved study of those emotional factors which might cause an emotional blocking that could be responsible for retardation in reading.



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